CHAPTER I

INTRODUCTION

1.1 Background

Teachers have a significant role toward students' development particularly in 21st century learning process. As what has been stated in the Constitution of Republic of Indonesia Number 14 Year 2005 concerning Teacher and Lecturer, teacher is a professional educator who has several tasks in increasing the quality of national education, such as; educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood done through formal education, basic education and secondary education. Choy et al., (2019) states that teachers can build a good communication with students through guiding process in which they have to educate and motivate students to be collaboratively active in learning process. Teachers are also required to enhance students critical thinking and to be creative and collaborative in getting the information, making meaning, respecting the other strengths and weaknesses, and adapting themselves properly (Balta, 2018). Therefore, teachers have important roles in objectifying 21st century learning.

A different of learning situation lately is quite challenging for the teachers considering that the conventional learning process is changed into a distance learning due to Covid-19 pandemic. Sangsawang (2020) states that Indonesian Ministry of Education and Culture has announced the regulation in *Permendikbud* Number 4, 2020 which is about the learning process will be

carried out from students' respective home. Teachers are also struggling in serving students in the remote areas (Bozkurt & Sharma, 2020). In addition, the teachers faced difficulties to adjust their online teaching skill Covid-19 pandemic (Manurung & Listiani, 2020). Moreover, online learning design gives some challenges for the teachers. Teachers face difficulty due to internet connection. Besides, the teachers cannot interact directly with the students to get clear explanation (Rosalina et al., 2020). This sudden change could be very challenging for teachers. One of the ways to cover the challenges is doing reflection.

Reflection is important as the self-awareness for the teachers which cannot be separated from a reflective thinking and its indicators. Flavian (2016) states that teachers need to conduct an evaluation that provides an opportunity for them to increase a better understanding of self-awareness development in which they have to consider the teaching activities from many perspectives, such as the reflection of students' thinking, understanding, interest, and thinking development. Reflective thinking is needed in considering those perspectives where it leads teachers to feel responsible for their teaching, affect the teachers' ability to question and reflect the learning process and get new perspective of teaching and learning process (Choy & Oo, 2012). Reflective practice can help the teacher to conduct continuous good practice. It is because the teacher can learn from the previous experience. In addition, reflective practice is a way that provides a chance for the teachers to evaluate and get an overview toward their teaching strategy and how it influences students (Habib, 2017).

In EFL learning, reflective practice is needed to improve the teachers' teaching as well as design new strategies in the English learning process (Ashraf et al., 2016). It guides the teacher to use certain techniques or strategies on the specific problems. In addition, Cendana (2020) states that reflection in teaching process becomes an effective way to improve teachers' teaching practice. The teachers can change the method of teaching based on the students' needs. As the result, it also effects on students' performance. Therefore, conducting reflection can give benefits both teacher and students.

Regarding to ELF reflective teacher, a preliminary observation was conducted in one of the schools in Singaraja, namely SMA N 2 Singaraja. It was found that English teachers were already conducted reflective process. The teachers argued that the teaching reflection helped them in improving their teaching quality. It also offers a learning satisfaction where they can get an incentive to interact positively with their teacher.

Some previous studies had conducted study about reflection. Ashraf et al (2016) and Tajik and Ranjbar (2018) had conducted the study about reflective teaching practice. Cendana (2020) also had conducted a study about teacher self-reflection. There is a limited studies that conduct a study about reflective thinking skills. Thus, the researcher was interested to conduct a study about reflective thinking skill in EFL learning. Based on the result of the pre-observation and the current situation, the researcher tended to conduct a study about reflective thinking skills in SMA N 2 Singaraja in order to know how the English teachers perceived themselves as reflective thinking teachers and the challenges of English teachers' reflective practice during online learning. Thus,

the present study aimed at analyzing the English teachers' reflective thinking practice during online learning in SMAN 2 Singaraja

1.2 Research Identification

Many challenges are faced by teachers in conducting the online learning process as one impact of Covid-19 pandemic particularly in building students'21st century competence. Teachers are supposed to do teaching reflection in order to get a better teaching-learning process. In fact, teaching reflection cannot be conducted giddily which means that teachers should have a basic skill, for instance; reflective thinking skills. There are four indicators that should be considered in establishing whether the teachers has been categorized as reflective teacher or not, such as ability to self-assess, awareness of how one learns, the influence of self-efficacy and belief, developing lifelong learning skill. Therefore this study is concerned on how reflective English teachers are, how teachers perceive themselves as reflective thinking teachers and the challenges daily classroom in doing reflection. The English teachers of SMA N 2 Singaraja are involved in this study considering that they conduct a teaching reflection toward the online learning process.

1.3 Limitation of the Problem

The research is limited to analyzing the English teachers' reflective thinking during online learning. The English teachers at SMAN 2 Singaraja, senior high school in Buleleng were involved in this study. Specifically, this study was in attempt to analyze how the English teachers perceived themselves

as reflective thinking practitioners as well as to describe the challenges they might encounter. As this study was conducted during the world break-out situation where physical distancing was being the main matter, this study was limited in term of its subject size and methods of data collection. This descriptive study only involved 2 English teachers and used teachers' reflective thinking questionnaire as the main instrument and interview guide.

1.4 Research Question

Based on the background and problem identification, the researcher has a statement of the question in this research:

1. How do the English teachers perceive themselves as the reflective thinking practitioners during online learning in SMAN 2 Singaraja?

2. What are the challenges encountered by the English teachers while doing reflective teaching?

1.5 Research Objectives

Based on the research question stated above, the objectives of this research are:

1.5.1 General Objective

The general objective of this proposed research was to analyze the English teachers' reflective thinking practice during online learning in SMAN 2 Singaraja.

1.5.2 Specific Objective

There are two specific objectives of this research are mentioned as follows.

1.	Analyzing how the English teachers perceived themselves as reflective thinking teachers during online learning in SMAN 2 Singaraja.

2.	Describing the challenges of English teachers' reflective practice during online learning in SMAN 2 Singaraja.

1.6 Research Significance

This study will be given theoretical and practical significance for the reader as can be described as follows:

1.6.1 Theoretical Significant

The result of this study is expected to give an information about a positive contribution to further investigation and English teachers related to English teachers' reflective thinking during online learning.

1.6.2 Practical Significant

The result of this research is expected to give a practical contribution and inspire the EFL Teacher, Further researcher and Government.

1.6.2.1 EFL Teachers

The result of this study is expected to help English teachers in understanding and finding a solution to the problem of reflective thinking. The EFL teachers can apply the nature of reflective thinking to their real-life online teaching and learning process and take into account the challenges that students face. Pre-service teachers of English Language Education as future English teachers can use the findings of the research to improve their reflective thinking practice in teaching, especially in online learning, in order to improve the professional educational process.

1.6.2.2 Further researcher

The result of this study is expected to be used as a helpful reference and guidance for the other researchers to find out similar study, that is, about reflective thinking in English teacher during online learning

1.6.2.3 Government

For the government, it is recommended to start designing a reflective learning model, so that, the reflection practice can be carried out according to the procedure.